

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • O-6

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Spider Monkey's Question* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 100 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child has too much difficulty, drop to a lower level for the next session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What did Tari like to do? (ask questions)

What question could his parents not answer? (“Why are we called spider monkeys?”)

Who named Tari? (the Namer)

If time permits, repeat the steps above using part 2 of the passage, *Spider Monkey's Question*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down on the table. Have the child draw the card, read the action word, and tell you what he/she would call a person who does that action. For example, if the child draws the word *name*, he/she should say “namer.” Have the child check the answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

Tari the spider monkey asked questions about everything. 8
 "Why is the sky blue? Why does the jaguar have spots? 19
 Why are bananas tasty?" Luckily, Tari's parents were 27
 very patient and wise. They had been able to answer 37
 almost every question Tari asked. But one day, Tari asked 47
 a question that his parents could not answer. "Why are 57
 we called spider monkeys?" he asked. 63

"Long ago," said Tari's mother, "the Namer gave every 72
 creature a name. No one knows why we have these 82
 names except the Namer. She lives in the other world 92
 beyond the forest." 95

Tari decided to find the Namer and ask her where she 106
 got his name. 109



Part 2

Tari swung through the trees until he reached the edge of the forest and saw the home of the Namer. 11
20

A giant creature appeared. It looked a little like a monkey, 31
but with no hair except on its head. "Who are you?" 42
asked Tari. "Did you name me? Why did you name me 53
spider monkey?" 55

"Slow down," the Namer said with a smile. "I named 65
you spider monkey because the way you move reminds 74
me of a spider. And 'monkey' is a name for many kinds 86
of creatures like you." 90

"Why?" asked Tari. 93

"I suppose it sounded right," said the Namer. "That's how 103
I named most of the animals. I used names to set apart 115
each special creature." 118

"Oh," said Tari. Finally, it made sense. 125

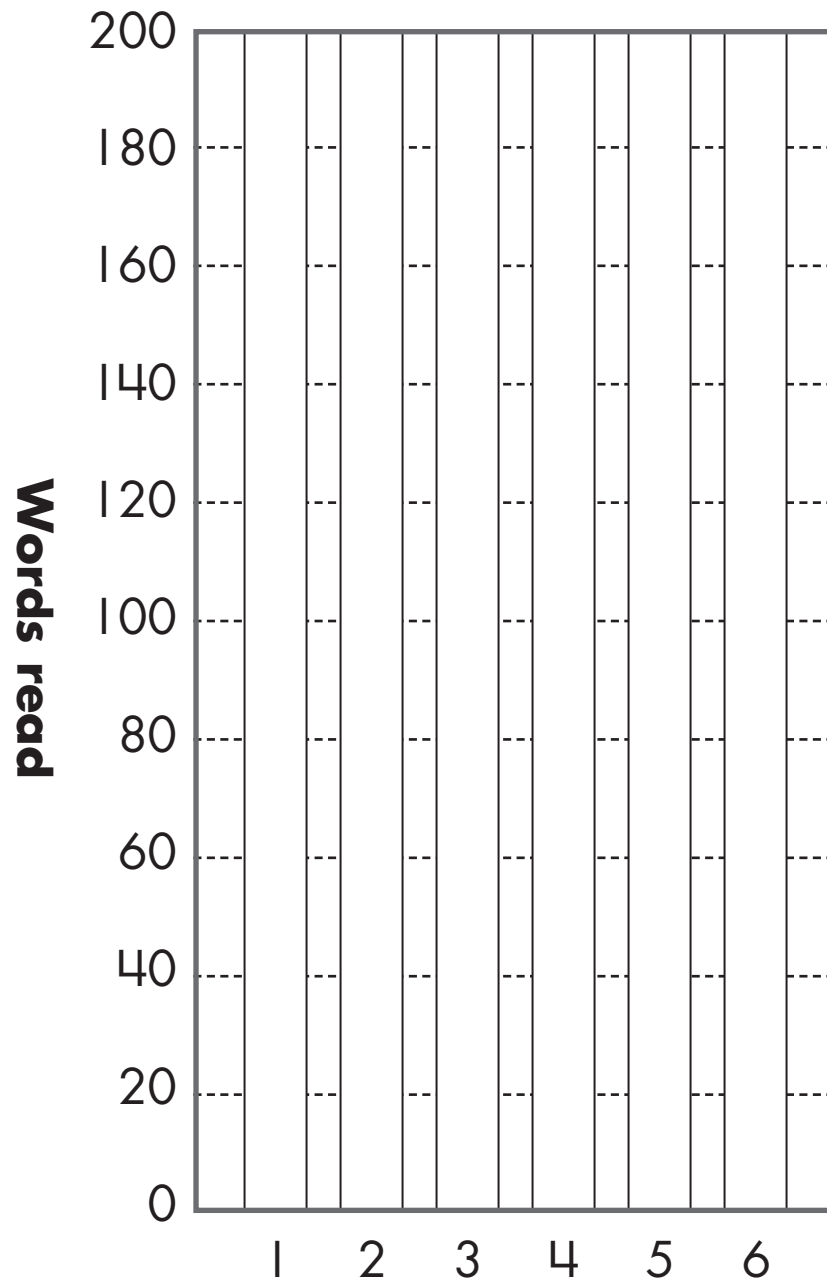


Fluency

Repeated Reading Bar Graph

Lesson O-6

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson O-6

name

build

call

grow

farm

work

help

paint

dive

heal

sell

buy

yell

play

sing

hunt

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson O-6

grower

3

caller

4

builder

2

namer

2

painter

2

helper

3

worker

2

farmer

2

buyer

4

seller

4

healer

3

diver

5

hunter

2

singer

2

player

2

yeller

4

